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ACCOMPLISHMENTS AND SHORTCOMINGS OF MARYLAND SCHOOLS

Five Questions for Education Week

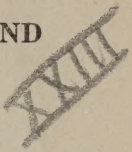
Nov. 17-23, 1924.

1. What progress has been made in Maryland since 1920 in placing a trained and competent teacher in every classroom?
2. Is Maryland's compulsory school attendance law being adequately enforced?
3. What progress has been made by Maryland children since 1921 in reading, arithmetic, and other subjects?
4. What do the teachers of Maryland think is being accomplished by the supervision of teaching?
5. What is being done to improve the 1,054 one-teacher schools in Maryland? What progress has been made toward consolidation?

ISSUED BY
STATE DEPARTMENT OF EDUCATION
BALTIMORE, MARYLAND

**VISIT YOUR SCHOOLS
DURING EDUCATION WEEK
NOVEMBER 17-21, 1924.**

WHAT PROGRESS HAS BEEN MADE IN MARYLAND SINCE 1920 IN PLACING A TRAINED AND COMPE- TENT TEACHER IN EVERY CLASSROOM?



"Making good citizens is a skilled service, and can not be performed by unskilled workers." In recognition of this fact every citizen in Maryland should be concerned with this question during Education Week.

No business man would expect to obtain skilled service from untrained, inexperienced and immature employees, yet in 1920 this very thing was being attempted in two-thirds of the classrooms in Maryland.

By a well trained teacher is meant one who has had at least two years of professional or normal school training. In the school year 1923-24 fifty-five of every one hundred teachers had first grade certificates or adequate training, thirty had second grade certificates or at least a high school education, and fifteen had less than that. This means that half of the completely untrained teachers of 1920 were replaced by trained teachers in 1924. And the 300 recent graduates of the normal schools will bring about even better conditions during the present school year. The State, therefore, has reason to hope that, by continued effort, in a few years its goal of a well trained teacher in every school may be attained.

Three factors have been particularly instrumental in bringing about this result:

First, Better Salaries

People with vision and power will not offer themselves for service in any profession that promises but a pinching income barely sufficient to cover the necessities of life. The teacher needs to continue her study and to gain some contact outside of her community, because the foundation for successful citizenship in the greatest democracy of the world can not be laid by people of limited training and narrow contacts. In 1922 the salary schedule was increased so that a normal

school graduate in Maryland now receives a beginning salary of \$950 or \$1050.* The average salary of teachers in the counties has increased from \$1,014 in white high schools in 1920 to \$1,436 in 1924; and in white elementary schools from \$631 to \$990.

In the financially poorer counties this increase is made possible through the State Equalization Fund which provides that any county which can not carry the State program for better trained teachers and at the same time provide adequately for school maintenance on a sixty-seven cent county school tax rate shall share in the Equalization Fund provided in the State public school budget.

Second, More High Schools

The increase throughout the counties in the number of high schools has made available more teachers in our elementary schools, since the student body at the normal schools—our future teaching force—must be recruited from graduates of the public high schools. The private high schools are so few that they could furnish but a very small number of the teachers needed, even if their graduates desired to teach.

It is only within the last four years because of State aid, that financially poor counties, like Calvert, Charles, and Garrett have been able to give their elementary school graduates the advantages of a high school education, although rich counties like Allegany, Frederick, and Carroll have long had good high schools well distributed within their borders.

Third, State Normal Schools

During the past few years the opportunities for studying and living at the State normal schools at a cost of only \$115 a year were more widely advertised to the high school graduates and to teachers who desired further training, with the result that the enrollment leaped from 144 in 1920 to 694 in 1924. This, of course, resulted in an increase in the number of graduates of the normal schools, pledged to give at least two years of teaching service in the Maryland schools.

* A bonus of \$100 is given to those in charge of one or two-teacher schools.

A recent Research Bulletin of the National Education Association contains the following statement: "Some of the outstanding weak spots in our school systems and the Nation would be automatically corrected if more care were shown in the selection of those into whose hands is placed the training of the Nation's future citizens."

Maryland is just now in a position to set up and maintain stricter standards than hitherto regarding the qualifications which every person must have before being accepted as a student at the normal schools or before being granted a teacher's certificate. More care needs to be exercised that prospective teachers give evidence of the following qualifications:

1. Good character—vouched for by responsible persons.
2. Physical health—vouched for by a licensed physician.
3. Satisfactory training—completion of a four-year high school course plus normal school, or college graduation, or the equivalent.
4. Real aptitude for teaching—which is difficult to define, and sometimes difficult to recognize, but than which nothing is of more importance.

IS MARYLAND'S COMPULSORY ATTENDANCE LAW BEING ADEQUATELY ENFORCED?

A fair and just answer to this question must be based upon a clear understanding of its meaning. When is any piece of work adequately done? How may the adequacy of anything be determined? What does adequate mean?

The Standard Dictionary defines "adequate" as "equal to what is required" or "suitable to the case or occasion." This again raises the question as to what is required in the enforcement of any law and by whom or what agency it is required. Should it be enforced rigidly from its inception, with a stern application of all its provisions and penalties? Or, should judgment and common sense prevail, and the law be administered without imposing undue hardships upon those affected by it? Should not an intelligent public opinion be created in support of the law in order that offenders may be made to feel that the law is what every just law is expected to be, namely, the crystallized ideals and practices of an enlightened society?

Judged by the general public attitude in Maryland towards compulsory school attendance, the law is being adequately enforced. Maryland has had a State-wide compulsory school attendance law only eight years. Its passage provoked a hostile attitude on the part of school patrons, ever suspicious of any change. School progress in Maryland, at least in many counties, has been accomplished only by overcoming opposition. Many of our present day administrative, supervisory, and teaching practices have had their baptismal fire of fierce public criticism. That is what makes them so good. They have been tried as gold is tried. For example, manual training had to fight its way into the curriculum, and domestic science entered by the back door, as it were. Public appropriations for their maintenance waited upon proved demonstrations of their value.

It has been the same with school supervision, with health education, with consolidation, and with the other elements of a modernized school system. School attendance has not escaped the common blight. Parents can still be found who can not understand why it is not their undisputed province to say

when their children shall or shall not go to school. The indifference, not to say the active opposition of parents is one of the deciding factors in the problem of securing good attendance. An attendance officer was once asked by a committee of citizens why the school attendance law was not better enforced in his county. His reply was, paradoxical as it may seem, "It is being enforced; and the reason it is not better enforced is, that people like you will not allow it." What he meant was, that with indulgent courts, sheriffs, and constables, with parents exploiting the labor of their children, with teachers neglectful of their responsibility for the attendance of children at school, the law languished for lack of support. A zealous attendance officer can accomplish much to put children where they belong, in school, but his efforts go largely for naught without the encouragement and co-operation of others upon whom he has a right to depend for assistance.

On the other hand, measured by approved standards set up and maintained in some other jurisdictions, the compulsory school attendance law is not being adequately enforced in this State. Are the children of Maryland as precious and as worthy as those of other states, Pennsylvania, for example? From our record of school attendance it would seem that they are not so considered. Why do the children of our sister state enjoy the privilege of attending school over nine-tenths of their time, while in Maryland, despite the best efforts of zealous school authorities, children of the country districts are, on the average, kept out of school sixteen days out of every hundred. Indiana is another state which safeguards the interest of its children by keeping them in school. The people of this enlightened commonwealth no longer question the necessity of constant and regular attendance. Going to school has in that state become the habit, fostered by parents, believed in by children, and supported by an adequate and rigidly enforced school attendance law. Why can not as much be said to the credit of Maryland?

Children who are not regularly attending school are learning to disrespect and disobey our laws at an early age, and at the same time are running the risk of reaching maturity lacking even the elements of an education. Absence destroys the morale and wastes the time not only of the absentee but of the entire school. A teacher, seeking to keep the absen-

tees up with the class, gives them special attention when they do attend, and in this way neglects the pupils regularly at school. Or, despairing of keeping the absentees up to grade, she makes of them a separate group, thus adding to the already excessive number of classes. Effective work is impossible under such conditions. The rural child is denied the most. The accident of birth which endows a child with country parents at the same time in half the counties of the State shackles him with a ball and chain of unjustifiable inequalities in the opportunities to obtain an education. He is more likely than his city cousin to be herded into a dismal and insanitary building, inadequately equipped, and with insufficient playgrounds; to sit under the tutelage of an untrained and negative teacher; and to be permitted or even required to absent himself from school day after day without lawful excuse. Small wonder that he loses interest, suffers retardation in his progress through the grades, and leaves school before he has received that training which is so essential for successful citizenship.

There are hopeful signs of an awakened public conscience in the matter of school attendance. More schools than ever before are reporting more than ninety per cent in average daily attendance for the full year; more and more are parents coming to realize that they owe it to their children to keep them in school every day unless prevented by sickness or other legitimate causes. The epochal achievement of the Maryland legislature of 1922 in the revision of the public school laws makes it possible for every county, without undue strain upon its local resources, to place a trained teacher in every school room, to provide competent, expert supervision for all schools, and to make larger appropriations for buildings, grounds, and equipment. All this is for the child. He is the center of the whole school system. All the educational facilities are provided for the child; upon him are focused all the educational activities. His interests are paramount, but his needs can not be met unless he is in school. More money may be spent upon schoolhouses, better prepared and higher priced teachers may be employed, and adequate professional control and supervision may be provided, but unless the children of school age are brought into school and kept there regularly, the results achieved must perforce be unsatisfactory.

WHAT PROGRESS HAS BEEN MADE BY MARYLAND CHILDREN SINCE 1921 IN READING, ARITHMETIC, AND OTHER SUBJECTS?

The public schools of Maryland, both rural and graded, are now doing work in arithmetic equal to that of the most progressive schools in the country. This is true not only of the fundamentals—addition, subtraction, multiplication, division, decimals, and fractions—but also of *problems in reasoning*.

It would be a great satisfaction if the same could be said of the work in reading. Fortunately, it is true that our graded schools are above standard in the ability of children to understand what they read. But the rural schools are still from half-a-year to a year below results attained in the graded schools of the State, and in cities of the United States.

This is not surprising when the poor results of 1921 are considered. For it was then found that throughout the grades children in many schools were from half-a-year to three or four years behind in reading, and that a large proportion of those graduating from the seventh grade were not able to read as well as fifth grade children in more progressive school systems.

These statements are based on the continued measurement of progress in the State by means of standardized tests since early in 1921. The measurement program up to the present culminated in a State-wide test in reading and arithmetic given to more than 65,000 elementary school children, above the first grade, in October 1923 and May 1924.

This striking progress is due primarily to the fact that the teachers under the guidance of their supervisors carefully analyzed from the test papers the reading and arithmetic difficulties of individual pupils and adapted their teaching to meet the needs revealed.

While the results attained in the tests are satisfactory in the State as a whole, there are several counties in which they

are not satisfactory, due, probably, to a teaching staff with inferior training, or to the short time in which supervision has functioned, or to the inadequate supply of books and other equipment.

Now that the schools in Maryland are gaining a fair mastery of the tool subjects, they are in a position to improve the teaching of geography, history, civics, composition, and the other subjects.

Notwithstanding the fact that during the past four years the emphasis in Maryland schools has been upon the teaching of reading, writing, and arithmetic, more than half of the time of elementary school children being given to mastering these subjects, there are people who clamor for a "more practical education." They regard as fads and frills the newer subjects which they say are being given undue emphasis. This criticism is humorously exemplified in the following "Parent's Plea" quoted from "*Life*" magazine:

My boy is eight years old,
He goes to school each day;
He doesn't mind the tasks they set—
They seem to him but play.
He heads his class at raffia work,
And also takes the lead
At making dinky paper boats—
But I wish that he could *read*.

They teach him physiology,
And, oh, it chills our hearts
To hear our prattling innocent
Mix up his inward parts.
He also learns astronomy,
And names the stars by night—
Of course he's very up-to-date,
But I wish that he could *write*.

They teach him things botanical,
They teach him how to draw,
He babbles of mythology
And gravitation's law;
And the discoveries of science
With him are quite a fad;
They tell me he's a clever boy,
But I wish that he could *add*.

—P. McArthur, in *Life*.

What is "a practical education?" The primary and indispensable business of the Maryland public schools is to teach reading, writing, and arithmetic—the tools of knowledge. But the term "practical education" should certainly include more than the Three R's since life is made up of far more than the ability to write, to do sums, and to call words from a printed page. A survey just completed shows that in his elementary school career a child's time is divided as follows:*

SUBJECT	PER CENT OF TIME
The Three R's (reading, writing, arithmetic, spelling, and language) -----	51
Other fundamentals (history, civics, geography, and science) -----	14
Health and Hygiene (hygiene, physical training and recess)	15
Industrial Arts, Drawing, and Music-----	14
All Other Subjects, Opening Exercises, etc.-----	6

Our modern teachers are encouraging children to ask why, how, where, when, what, because through such curiosity the world has progressed. Under the old educational process children were expected to know what was in the textbooks, but it was considered bad taste for them to trespass beyond the texts into the great unknown world. The "Parent" would show a more intelligent understanding of his boy and of the school if his "Plea" would be that the school encourage and direct whatever originality, curiosity, and creativeness his boy might be fortunate enough to possess, instead of devoting the whole of six hours each day to reading, writing, and arithmetic.

Here are a few questions which were recently asked by pupils from six to nine years of age, and which every good teacher will encourage and capitalize:

Why don't ships sink?

Why don't the stars fall?

Why does steam shake the lid of the teakettle?

How does coal get under the ground?

Why can't you see the earth turn?

How do men who write History stories find out if they are true or not?

Why do people get red when burned or cut?

Can a man make lightning?

* See Research Bulletin of the National Education Association, Vol. I, No. 5, *Facts on the Public School Curriculum*, page 314.

"It is true that the public school has not achieved its growth without growing pains. Any rapidly growing institution makes mistakes. However, the growing pains of the public school should not be mistaken for organic disease. He who condemns the school for its efforts to adapt its organization, methods, and curriculum content to the needs of an age of rapid change condemns the greatest virtue that the school possesses. It is this characteristic that has enabled the school to hold and strengthen its position as a constructive institution. A static school in a dynamic civilization soon loses its influence."*

The notion that a public school education is primarily for the purpose of increasing personal efficiency in vocational life needs to be supplemented by an acceptance of the basic fact that individual success entails the obligation of broad social co-operation.

In other words, the object of public education is a social one. As Mr. Payson Smith, President of the Department of Superintendence of the National Education Association, said in his address at the Chicago meeting last March:

"We support education to secure a better citizenship, using that term not only in its political significance, but in its social and economic significance as well. . . .The public schools are not maintained for any selfish individualistic purpose. The people do not tax themselves primarily in order that the individual by sharpening his wits shall be able to achieve a selfish advantage over his mates. No justification for a tax-supported system of education can be found if we are to limit the prospective results to those which accrue to the advantage of the individual. One justification and one only can be found and that is that, as a result of our educational activities, we shall be able to improve upon the quality of our citizenship, raise the standards of social life, and feel the benefits of better civilization."

* See Research Bulletin of the National Education Association, Vol. I, No. 5, page 313.

WHAT DO THE TEACHERS OF MARYLAND THINK IS BEING ACCOMPLISHED BY THE SUPERVISION OF TEACHING?

Through the supervision of teaching, children in Maryland schools, rural as well as urban, are beginning to receive the type of teaching available only in the more progressive city school systems.

The following selected extracts from letters received by the State Superintendent from teachers in every county show various ways in which supervision is aiding these teachers:

Supervision Doubles the Efficiency of the Teacher

"Theoretically, teachers who are normally trained, or who regularly attend summer schools, have received the wherewithal to make them efficient teachers; so have salespeople after years of experience, but we all know that good managers earn their salaries many times over. Both managers and supervisors are specialists in methods.

"In my own school is to be found an example of a splendid young woman with a teaching experience of six or eight years, who, on her own admission, has received through supervision of a year and a half an impetus that has made her doubly efficient to what she was in former years. Similar cases could be cited all over our county or state."

Teachers Are Shown How to Put Principles into Practice

"The supervisor can take the best from each school she visits and apply these plans in the new situation. How else could this wealth of practical suggestion be broadcast throughout the county? Printed matter is not always given the attention it merits. On my desk are copies of Thorndike's 'Educational Psychology', and Ruediger's 'Vitalized Teaching'. Do they help me plan my lessons? Yes, they certainly stimulate thought, but I could never apply the principles unless I received definite suggestions from the supervisor and had an opportunity to observe those principles being applied in other schools."

Supervisory Assistance Is Definite and Practical

"We are constantly receiving immeasurable, very definite help in methods and administration. This is always in accord with the most up-to-date educational research, and based upon a very intelligent and sympathetic study of the needs of the group, and of each individual school. Surprising insight into the problems of each classroom is shown. The supervisor often seems more aware of individual needs of the school than the teacher herself. This means that every supervisory visit, every teachers' meeting, every demonstration lesson is full of help and inspiration. (I can not recall a single instance which makes it necessary to qualify this statement)."

The Human Side of Supervision

"In addition to assistance in classroom management procedure and the technique of teaching, there is a human side to supervision which must not be overlooked. The beginning teacher and the experienced teacher in outlying districts need more than anything else some one who understands, some one who can listen with a sympathetic ear, and cheer the teacher on her way. The value of this inspiration is immeasurable."

Supervision Means Expert Leadership

"Every organization needs a leader. The supervisor is a leader. Just as the school child imitates the teacher, so does the teacher imitate the supervisor. We find ourselves accomplishing the most difficult things because the supervisor leads us. No teacher can shirk her duty when she has an enthusiastic supervisor for her leader."

Former Days Contrasted with the Present

"The inspiration, help, and encouragement the teachers of Allegany County have received from the supervisor and her assistants can not be overestimated. The conferences, demonstration lessons, and valuable suggestions given by the supervisors when they visit the schools, instill into the teachers such a spirit of co-operation that they are willing to put forth every effort to bring the schools up to a high standard of excellence.

"As one of the oldest teachers in Allegany County, I have had ample opportunity to compare the old regime with the new. I would deplore the necessity of going back to the days when we had no supervision other than that of the superintendent and principals."

Supervision Guarantees Maximum Efficiency to the Taxpayer

"To discontinue supervision would seriously impair the efficiency of our school system. It would mean a loss to the taxpayers of our county in the less efficient work of the inexperienced teachers, the careless work of the indifferent ones, and in the loss of inspiration to the hard-working conscientious group. Only through supervision can we hope to forge ahead and continue the progress we have made under the present system."

The More You Give the More You Get

"In relations with supervisors I have found that the old adage—"The more you give the more you get" holds good. Each week seems just about as full with regular work as it possibly could be, yet when a supervisor has come and asked me to do something else I have gotten big receipts in increased power. Writing up a lesson or a piece of work to be passed on, preparing for a demonstration, necessitates an analysis that carries over and makes me more conscious of purpose and method in all my teaching.

"It is this consciousness of purpose and method, the feeling that I am an integral part of a big, co-operative group, and the stimulation to professional growth that keeps me fit. This is what I lacked when I worked without supervision. Each year as I have come in close contact with a greater variety of supervisor's activities I have become surer in my conviction that no school system can do its part in the educational program without efficient supervision."

Supervision Assists Schools to Measure up to State Standards

"The supervisor who comes into my room brings me inspiration, encouragement, expert advice, and definite help in dealing with the everyday problems. She keeps me in touch with the work being done in the other schools in my county and

with the activities of the State at large. Through her efforts I have been able to increase my value as a worker in the school community.

"Especially in the last few years when State-wide objectives are outlined, do we find the work of a supervisor almost necessary. Our supervisor assists by suggestions for reaching our goals and by general stimulation as well."

Supervision Is a Necessity to the Inexperienced Rural Teacher

"I, a high school graduate, started to teach with only six weeks' professional training—a raw recruit knowing very little about the difficulties of the work I was undertaking. I dreaded very much the first visit of the supervisor, and actually trembled as she entered the room. I felt she was coming to criticise rather than to encourage; but when she had gone I found her visit to be encouraging, inspiring, and in all respects very helpful. This makes my second year teaching and I feel that the progress I have made is due to the encouraging words, the helpful methods, and the wise judgment of my supervisor.

"I feel that the rural schools are in more need of supervision than the city schools because of their isolation, the lack of association, and the inexperience of the teachers. I can truthfully say that I would have been at a loss had it not been for the helpful assistance given by our supervisors."

The Supervisor Is the "Ways and Means Committee"

"She must meet the teacher while the latter is at work, judge, and then guide, direct, aid the weak, build up the promising, weed out the incompetent, and above all be 'the ways and means committee' to the enthusiastic little girl just from normal who is about to despair because everything does not run as serenely as she was sure it would during her training days. As one little discouraged girl said to me, 'O, why don't they teach us how to teach without equipment and devices, instead of showing us how to use equipment which they ought to know we are not likely to have?'"

"*There* is work for a supervisor! She who can keep up the courage of the new teacher, set the latter on the right road; and last, but not least, she who can keep up the courage and professional spirit of the teacher no longer young, is

worthy of her hire, and I believe our supervisor is just that kind of a person."

Supervision Takes One out of a Rut and Keeps Him out

"I have taught school for 35 years, and 26 of them have been in my immediate neighborhood. My aim and desire has been to compensate the child for spending the day with me in school, but I measured myself by myself, which is the poorest means by which to measure.

"Since I have been teaching in conjunction with a supervisor, I have found new means by which to measure one's teaching—a measurement based on professional principles.

"I can safely say that during my two years' teaching under supervision I have given a third better service and with more interest. It has given me a desire and a willingness to strive to meet the professional standards held before me by the supervisor.

"Supervision takes one out of a rut and keeps him out. It relieves one of the monotony in teaching. It causes one to reach out beyond one's self. It holds before one a goal to which one may attain. It makes one feel the necessity of thoroughness. To remove supervision would cause a relaxing of effort on the part of many."

Refuses to Teach without Supervision

"To me supervision performs four indispensable services. *First*, it aids a teacher in finding her weak and strong points, and does more toward overcoming the weak points and strengthening the strong ones than does any other thing in the school life. *Second*, it assures a teacher of promotion when she deserves it and at the same time does away with the inefficient teacher. *Third*, it gives the teacher a definite point of contact with her county organization. *Fourth*, and most important, it holds the schools of a county and state more nearly to the same requirements and standards, thus enabling the children in any part of the state to receive practically the same education as that received elsewhere in the state.

"So important is supervision to me that when Talbot ceases to have a supervisor, just so soon do I seek another teaching position."

Supervision Is a Constant Source of Inspiration

"I should say that the competent supervisor is a constant source of inspiration to the teachers with whom she works and therefore, constantly encourages her teachers to do the very best that they are capable of. This kind of supervision results in better classroom instruction and as one might conclude, happier, healthier, better trained children."

Supervision Gives a Greater Zest to School Work

"For eleven years I have taught in the public schools of Charles County, nine years without supervision and two years, the last two, with supervision. Since supervision has existed, I have seen deeper and more clearly into methods of teaching than ever before. The co-operation and support extended by the supervisor has enabled me to review my methods and to see my weak points and to correct them. I also wish to add that by knowing assistance is always ready to be extended to me, I can undertake work with a greater interest than ever."

Supervision Helps in the Treatment of the Backward Child

"I have always found the supervisor ready with a solution for the problem of the backward child, the over-age boy, and the one poor in English. Her suggestions often help to make our daily programs more interesting, and work more efficient."

Supervision Is a Stimulus to Professional Growth

"I can testify that though a veteran teacher myself, I have been greatly benefited and enabled to do much better work by the visits of the supervisors with whom I have come in contact. By their helpful, constructive criticisms, their instruction in the use of standardized tests—in new types of examinations, their teachers' conferences, which have brought inspiration and professional uplift to our teachers, young and old, they have more than doubled the efficiency of our schools and teachers in this section. They have, too, been active in the formation of Parent-Teacher Associations thus interesting the fathers and mothers in the progress of their children. If veterans like myself have been so greatly benefited, what must have been the effect on that large body of inexperienced teachers yet in the profession?"

WHAT IS BEING DONE TO IMPROVE THE 1,054 ONE-TEACHER SCHOOLS IN MARYLAND? WHAT PROGRESS HAS BEEN MADE TOWARD CONSOLIDATION?

Once upon a time the little red school house in the open country furnished the type of education needed to prepare children for life. But for more than eighty years educators have known that the little school, even at its best, is an ineffective instrument and ought to exist only where it is impracticable to provide anything better. When a teacher has children of all grades and ages in one room it is too much to expect the kind of teaching that will prepare these children for life in our present complex civilization. In other words "eighteenth century schools will not produce twentieth century citizens."

Yet each State, as it established a public school system, encouraged the little one-teacher schools, and until very recently they have continued to increase in number.

The 1,054 one-teacher schools in Maryland contain about one-fourth of all the elementary pupils of the State (exclusive of Baltimore City). We know that the opportunities for education offered to children in these schools is inferior to that offered city children. State-wide tests in reading and arithmetic given to pupils invariably show that the graded schools of the Maryland counties attain the best results, the two-teacher schools the next best, and the one-teacher schools the poorest.

Moreover, the one-teacher schools are very expensive, not only in failing in the main to do their work well, but in the actual amount of money spent for each pupil. The annual report of Superintendent Fox, of Anne Arundel County shows that pupils in the one-teacher schools cost the county on an average \$7.80 more per child than pupils in the consolidated schools; that the attendance of pupils in the consolidated schools is 12% better than that of pupils in the rural schools; and that children in consolidated schools remain in school longer than do children in the one- and two-teacher schools.

Since, however, consolidation must wait upon the authorization and issue of bonds for new buildings, and since, in the meantime, thousands of children in Maryland must continue in the one-teacher schools, the State Department of Education and the county school officials have been actively concerned in improving conditions in these schools.

These improvements are here briefly summarized :

There Are More Trained Teachers in One-Room Schools

More normal school graduates are being secured for the rural schools, over one-half of the 300 June graduates taking teaching positions in the country. To further stimulate teaching in rural schools, last year a special Department of Rural Education was established at the normal school at Towson, giving students specific training for meeting the problems of country teaching. The beginning salary of these normal school graduates is \$100 more than that paid to teachers in graded schools. However, notwithstanding this favorable tendency, right now in the Maryland rural schools, but one teacher in four has the equivalent of a normal school training.

Supervisory Aid Is Extended to Every Rural School

During the past two years, for the first time in the history of the State, the advantages of instructional supervision have been extended to every rural teacher. While this type of supervision is necessary in all schools, good or poor, city or country, it is particularly necessary in the one-room country school because of the lack of academic and professional training of the teachers, the frequent changes in the teaching personnel, the immature teachers who serve their apprenticeship here, the lack of material equipment, the difficulty of handling children of all grades and ages, and the professional isolation. The county supervisors plan and conduct meetings for teachers of one-room schools which aid in the solution of their special problems.

Better Organization of the Day's Work Has Been Effected

By means of a carefully worked out daily schedule for the one-teacher school, the work of teaching and managing

pupils of all ages and all grades is much better organized than it was in 1920. Instead of handling seven separate grades the teacher handles her pupils in four groups, which permits of fewer recitations per day, longer teaching periods, and more careful planning of the work.

To quote from the report of Superintendent E. M. Noble, of Caroline County: "When a learned University professor has not over three teaching periods of one hour each per day, a high school instructor about five or six periods per day, a teacher in an elementary graded school about eight lessons per day, why should we believe that a teacher in the one-room school, frequently a beginner, can teach at all effectively 30 lessons per day? Common sense without any training shows us clearly that no person can teach effectively even 20 lessons per day."

Better Equipment Is Being Secured

Patrons, teachers, and pupils in a community are encouraged to "standardize" their rural school. The thirty-seven requirements which are indicated on a chart furnished by the State Department of Education include the following:

There must be at least one-half acre of playground with certain playground equipment; the school building must be according to certain specifications, painted, and furnished with coatrooms and sanitary closets; no windows must be in front of the pupils; there must be a jacketed stove, and a thermometer; a library of at least fifty books must be provided; there must be equipment including single desks, adjustable window shades, musical instruments, approved pictures, flag and flag-pole; the teacher must have a first class certificate; she must live or board in the community and spend some of her Saturdays and Sundays there; there must be a Boys' and Girls' Club; the school must participate in the annual Field Day. Of course, it is understood that with such materials of instruction at hand, the mental growth of the school will be commensurate with the rest.

Montgomery County is the banner county in Maryland in the number of standard rural schools. Working through community organizations with a definite policy of standardizing

ten schools each year, Superintendent Broome is able to report the standardization of 30 of his 50 rural schools. His plan contemplates that June, 1926, will see every rural school in Montgomery County a standard school.

Consolidation, the Solution of the Rural School Problem

In spite of these efforts which have tremendously improved rural school conditions in Maryland, the one-teacher school, as has already been pointed out, is admitted to be not only a less effective instrument of education than the consolidated school, but also a more expensive one. Its inherent weaknesses are in the difficulty of proper grading, the limited time that can be given to each class, the limited social experience, and the lack of incentive in small groups. These weaknesses can be overcome only by changing the small school to a larger one. During Education Week every citizen should concern himself with the question: What progress is my county making in replacing its one-room schools with modern consolidated graded schools?

Consolidation of schools wherever feasible is the ultimate aim of every progressive State Superintendent or County Superintendent of Schools. Maryland topography, weather conditions, and transportation routes are factors that are receiving attention in connection with the careful study that is being made of steps toward consolidation that have been taken in other states and that might possibly be taken in Maryland.

In 1920, eighteen of the twenty-three counties were spending \$64,734 to carry pupils to the larger schools. Four years later, in 1924, this expenditure had increased to \$189,516, and only one county in the State, St. Mary's, had spent no money for this purpose.

There were 4,832 elementary school pupils and 1,668 high school pupils, a total of 6,500 transported in 1924, fifty per cent more than in 1923. The annual average cost to the counties for each pupil transported was \$29 or about 16 cents per day. The larger classes made possible through transportation more than offset the added cost of carrying the pupils to the schools, since it is possible to eliminate expenditures for many of the small one-teacher schools.

The different counties use various systems of transportation, some giving pupils train, car, and bus fare to be used on public conveyances, others providing busses owned or leased by the county.

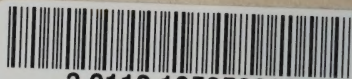
Four-fifths of all the children in Anne Arundel County are attending graded or consolidated schools, and three-fourths of all the children in Baltimore County are in large schools.

As Superintendent Cooper of Baltimore County points out in his report: "It is no small problem to arrange routes for the transportation of pupils and provide for their safety and comfort. Modern motor school busses are being substituted for horse-drawn vehicles and we are endeavoring to standardize our transportation equipment. A motor bus in many instances does the work of two or more horse-drawn vehicles, and the cost of transportation is thus kept at the normal figure."

And Superintendent Noble of Caroline County, which was one of the very first counties in the State to begin consolidation, reports: "This year fourteen school busses and wagons are carrying nearly 400 children daily to and from school. Most of these routes take the place of schools which have been closed and thus the cost of the transportation service is met by the saving effected in closing the schools. The Board of Education is at present unable, however, to establish some routes that have been requested by the patrons either because of crowded conditions at the central school or because more consolidation would require additional teachers."

President Coolidge, a one time country boy in Vermont, had the following to say on July 4, 1924, concerning school consolidation:

"The old one-room country school, such as I attended, ought to give way to the consolidated school, with a modern building and an adequate teaching force, commensurate with the best advantages that are provided in our urban population. While life in the open country has many advantages that are denied to those reared on the pavements and among crowded buildings, it ought no longer to be handicapped by our poor school facilities. The resources exist with which good school facilities can be provided, if they are adequately marshaled and employed."



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In view of the fact, many times demonstrated, that consolidated schools are better attended, are better taught, and are, on the whole, more competent than one-teacher schools, Maryland presents a real problem to the thoughtful citizen who believes that no child, urban or rural, should be denied his rightful heritage of equality of educational opportunity.